IO Information

The IB has defined global issues in the following manner: (a) they have significance on a wide/large scale; (b) they are transnational; (c) the impact is felt in everyday contexts (55). It is imperative students remember this and test their ideas against this definition when thinking about, developing and refining their individual oral.

The IB has also identified 5 broad "fields of inquiry" that will allow students to develop and focus their individual oral down into a manageable global issue.

They are:

1. Culture, identity and community
2. Beliefs, values and education
3. Politics, power and justice
4. Art, creativity and the imagination
5. Science, technology and the environment

These 5 "fields of inquiry" are not the be all and end all, but instead, they are helpful starting points for students to get a more specific and detailed global issue. They overlap, are not discrete, and have many common elements to them. In other words, global issues are everywhere, in almost every text or literary work.

Furthermore, the choice of extract is vital here. The extract - of no more than 40 lines, and often much less - needs to zero in on the global issue decided. The student will be analyzing the author's choices in relation to the global issue and how it is presented and so an extract that offers much potential is key. Relating all of this to a larger body of work (for non-literary texts) or the entire work (for literary works) is also paramount.

Helping students narrow their ideas from technology (too broad!) – to something more specific – how Facebook is using facial recognition technology and why (too narrow!) – is really important. The key is to find the sweet spot.

For example, a student could take an opinion columnist who is critical of big tech in general (his body of work), and using a portion of one his specific columns about Facebook's facial recognition technology in particular (the extract), and connect that to a something about the surveillance society we live in.

Now, something about "the surveillance society" fits the bill for a global issue: it's has huge implications across the globe, touches almost every country out there, and is felt in many different ways in different countries (the US versus China for example). This might need to be narrowed down even more as the student finds the right extracts to use. But it's a start!

The obvious connection, of course, is to dystopian novels (*1984, The Handmaid's Tale, Brave New World* and so on). However, students don't need to be obvious. Does the government or a large multinational corporation know something the characters don't in the novel or play you are reading/teaching? Are other characters spying on each other in the work? How? Why? What are the larger implications of this type of society?

This is the type of thinking and process students will need to go through when narrowing down taking these large “fields of inquiry” into specific and workable global issues that can be dealt with effectively in a 10-minute oral.

Global Issues

- **Culture, identity and community** Students might focus on the way in which texts explore aspects of family, class, race, ethnicity, nationality, religion, gender and sexuality, and the way these impact on individuals and societies. They might also focus on issues concerning migration, colonialism and nationalism.
- **Beliefs, values and education** Students might focus on the way in which texts explore the beliefs and values nurtured in particular societies and the ways they shape individuals, communities and educational systems. They might also explore the tensions that arise when there are conflicts of beliefs and values, and ethics.
- **Politics, power and justice** Students might focus on the ways in which texts explore aspects of rights and responsibilities, the workings and structures of governments and institutions. They might also investigate hierarchies of power, the distribution of wealth and resources, the limits of justice and the law, equality and inequality, human rights and peace and conflict.
- **Art, creativity and the imagination** Students might focus on the ways in which texts explore aspects of aesthetic inspiration, creation, craft, and beauty. They might also focus on the shaping and challenging of perceptions through art, and the function, value and effects of art in society.
- **Science, technology and the environment** Students might focus on the ways in which texts explore the relationship between humans and the environment and the implications of technology and media for society. They might

also consider the idea of scientific development and progress.

Examples:
Creativity is an important tool that authors have to depict the complexities of how individual experiences are can captured**. Creativity and craft of imagery can be used to challenge our perceptions of what we think we might know about certain cultures that are beyond what we have experienced personally.**

Imagery and contrast of ideas through character development can be used to explore in further depth concepts of conflict and controversy in societies that are potentially foreign in their ideologies to the reader.

Culture and identity are key attributes that differentiates people in various societies. Authors use these aspects to reflect interactions between those of opposing views to further the understanding of how strong and significant one's feelings can be. Culture is often used to show how serious and far people will go to please others and their opinions.

Diction and imagery can be used to portray how culture and religion can shape mindsets and ideologies, creating conflicts and controversy among those with other beliefs within a society.

Outline #1 – Zoom in and then zoom out

Use this outline if you find your argument works best by first zooming into the extract and then you want to zoom out to explore the whole work or body of work in connection to your global issue. This structure also provides a clear separation between the extract and the larger work or body of work.

Narrowed Down Global Issue:
How a call to action is being presented to inspire a population to change for the greater good

1-minute introduction (This is just a suggestion and is not exhaustive nor the only thing students can do! In no particular order, students may want to have the following in their introduction:)

What is the global issue and how have you narrowed it down?

- The global issue of community, more specifically, how a call to action is being presented to inspire a population to change for the greater good.

What is the summary/description of the "whole" literary work you've chosen? Write 1-2 bullet points.

- The song by Bob Dylan called "The times They are A-changin"
- The song was written in 1964 which was made as an attempt to create a call to action for the younger population going against war, hate and injustices that was so prominent at this time, specifically in America.

What is the summary/description of this particular extract you've chosen and why? Write 1-2 bullet points.

- I chose this extract because I enjoy Bob Dylan songs, and in particular, it connects great with my global issue of striving for change

What is the summary/description of the "whole" non-literary body of

work you've chosen? Write 1-2 bullet points.

- The David Suzuki Video, called Today is the day we Decide
- The video focuses on striving for change like Dylan's work but is more directed to environmental conservation, by moving towards a more sustainable environment.

What is the summary/description of this particular extract you've chosen and why? Write 1-2 bullet points.

- I chose this extract because David Suzuki has a lot of great ideas and he inspires me when he speaks. The video also connects great with my global issue of change

What is the link or connection between the literary and the non-literary work/text and how do they connect to the global issue in question?

- These two sources both create and inspirer a call to action among a population and how a community can be brought together for the greater good

What is your thesis or main claim? Alternatively, what is a question you could pose that would frame your exploration?

- how can Bob Dylan and David Suzuki inspire change in a community through different forms of media presented to their audience

2-minute literary extract discussion zooming in on specific and detailed examples of the author's choices in connection to the global issue

Main claim/argument for this portion of the IO:
Bob Dylan invokes change among the younger population to stand against war/hate/injustices in America

Piece(s) of evidence to support the claim/argument:
The use of repetition, metaphors and contrast between lines

Unpacking of the evidence - Name the formal or technical choice(s) in your evidence and add your analysis and interpretation of how meaning is created:

1. Repletion of the title - the times they are A-Changin
    - Emphasizes the main message

Repetition at the start of each stanza – Come (followed by who he is addressing)

- Addressing the audience, specifically the people that

would be against him/against his ideas – not supporting change
- He wants to get their attention to hopefully let them see his perspective – pursuing them to support change – leading to a more peaceful community

2. Metaphors – used throughout the song
   - First stanza – "admit that the waters around you have grown"
     - Talking about how change IS coming
     - So the people better start "swimming" or going with/embracing change or they will "sink like a stone" or get buried by all the people around who are supporting change – they're voice may not be heard anymore
3. Contrast between lines – used throughout the song
   - Second stanza - For the losers now will be later to win
     - Talking about dealing with the problem
     - Where the status quo before change is the present but will soon be the past
     - Where the civil rights movement will come and the old ways (injustices/war/hate) will be "rapidly fading" as he says in the song

(Repeat the evidence and the unpacking as many times as you need. There's no set number here as to how many examples you must have or how many choices you must discuss in relation to meaning.)

2-minute whole literary work discussion zooming out on larger authorial choices in connection to the global issue

Main claim/argument for this portion of the IO:
The song was a call to action which targeted the younger generation to encourage change, and the political leaders and family members that didn't strive for change or accept that change was coming would be seen as the enemy. (social context)

Piece(s) of evidence to support the claim/argument:
- In the song, stanza 4:

Come mothers and fathers
Throughout the land
And don't criticize
What you can't understand
Your sons and your daughters

Are beyond your command
Your old road is
Rapidly agin'
Please get out of the new one
If you can't lend your hand
For the times they are a-changin'.

Unpacking of the evidence - Name the broader authorial choices or how the choices in the extract are continued in the whole literary work. Make sure to add your analysis and interpretation of how meaning is created:

- It talks about how the baby boomers who are young adults now realize that war is not good and are taking a stand against it. They "are beyond your command" and "please get out of the new one/if you can't lend a hand." The ideology of the parents and their kids are different, but the kids are taking a stand, but because the parents grew up during a war era, they just wouldn't understand, and this is what is being expressed in the song.

2-minute non-literary extract discussion zooming in on specific and detailed examples of the author's choices in connection to the global issue

Main claim/argument for this portion of the IO:
David Suzuki foundation brings light to Canada, and the rest of the world, where 110 nations around the world recognize that people should have the right to live in a healthy environment, but Canada is not one of those countries.

Piece(s) of evidence to support the claim/argument:
He is comparing Canada to the rest of the world, and him, considering that Canada is one of few world leaders on the planet, he says that Canada has to lead by example when trying to drive the world forward.

Unpacking of the evidence - Name the formal or technical choice(s) in your evidence and add your analysis and interpretation of how meaning is created:

Camera angles – to get close up of David Suzuki (still #3)

- See emotion – shows passion and draws attention towards them
- personal connection – "saying I believe" followed by looking into the future and looking for change
    - can inspire the viewer to think – change the negative stuff
- he believes in the cause he is promoting, and he wants other to believe in what he is talking about

Imagery

- used throughout the video
- many uses for pictures in the film
  - remind us of the good we have done in the past
  - remind us of the problems that we are currently facing
  - shows us of the future, and the change that we should work towards
- constant comparison to “environmentally well” photos and “environment disruption” photos
- mostly pleasing pictures to give the idea of what beauty looks like, which could motivate them to work towards it – change things about them to reach this level of “beauty” in nature
- Some of the disruptive nature photos still show beauty in color and contrast but Suzuki is showing us that it is still bad – we may be accustom to that beauty in the pictures (still #2) and how there is beauty in it, but Suzuki is showing us that there can be beauty in anything, and maybe even more beauty in the environmentally safe pictures because of the context – we know that’s its beautiful but also conscious that its good for the planet too
  - Inspire people to change to work towards this beauty rather than the other beauty that can be found in photos of destruction of the environment

Contrast (past vs present vs future)

- looking at the good we did in the past
- saying that it wasn’t impossible to inspire change in the past and we, as a community, just have to do the same thing in the present for the future
- although it might not solve the problems, it will help and might inspire other people to get involved – create a chain reaction
- snaps back to reality after this scene
  - shows how good everything looks in the past but then reminds us that were in the present – makes the audience think about changing
  - wanting to be success for the future

(Repeat the evidence and the unpacking as many times as you need. There’s no set number here as to how many examples you must have or how many choices you must discuss in relation to meaning.)

2-minute body of work discussion zooming out on larger authorial choices in connection to the global issue

Main claim/argument for this portion of the IO:

- David Suzuki has dedicated his life to environmental change, and passing on his legacy and providing information to the younger generation so that they will continue to look out for the health of the planet

Piece(s) of evidence to support the claim/argument:

- The Nature of things with David Suzuki has been running since 1960, and has over 60 seasons

Unpacking of the evidence - Name the broader authorial choices or how the choices in the extract are continued in the whole literary work. Make sure to add your analysis and interpretation of how meaning is created:
An example through the nature of things, an episode: season 59, episode 11 named reef rescue is devoted on saving the worlds coral reefs before they are lost forever. There are many more episodes narrated by David Suzuki that proves that he is trying to educate the viewers in problems that we, as a civilization, are currently facing. He explains ways in which to fix the problem which is done through change. This creates meaning to the viewer as it shows that there is hope for the future with regards to nature, but he explains that a lot has to be done in order for things to improve.

(Repeat the evidence and the unpacking as many times as you need. There's no set number here as to how many examples you must have or how many choices you must discuss in relation to meaning.)

Conclusion/Synthesis (This is just a suggestion and is not exhaustive nor the only thing students can do! In no particular order, students may want to have the following in their conclusion:)

Return to the global issue at hand. Why does it matter?

Return to the techniques and choices used by both authors in the extract and the body of work or whole work. How is the global issue presented in both the work and the text? Why? Make sure this isn't just a list of devices or features!

Try to synthesize what both authors have done in connection to the global issue. What's interesting or insightful about the ways in which they have explored the global issue?

If you want to do so, go broad. Why does all of this matter? How might this connect to TOK? What makes this worth studying?

Feedback space (from peers, your teacher, or your own self-reflection)